FACTORS INFLUENCING THE IMPLEMENTATION OF THE TEACHERS PERFORMANCE APPRAISAL SYSTEMS; A CASE OF PUBLIC SECONDARY SCHOOLS IN WESTLANDS CONSTITUENCY IN KENYA

BY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS DEGREE IN PROJECT PLANNING AND MANAGEMENT, UNIVERSITY OF NAIROBI.

2015

DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.

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This research project report has been submitted for examination with my approval as the university supervisor

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DEDICATION

This research project report is lovingly dedicated to my parents, Mrs. Rose Alubbe and Mr. Phillip Alubbe, and all who have supported me to come this far.

ACKNOWLEDGEMENT

I am indebted in the preparation of this research project report to my supervisor Professor Harriet Kidombo, whose guidance and timely advice made me complete this research project proposal in good time. “Mwalimu,” I sincerely appreciate your effort and words of encouragement. Thank you for your support, your patience with me throughout and your understanding.

I offer my gratitude to the various lecturers at the University of Nairobi, School of Continuing and Distance Education, department of Extra Mural Studies who taught me. I thank them for their skilful ways in which they devotedly taught and supported me throughout my course work. They knowingly and unknowingly led me to an understanding of some of the more subtle challenges to our ability to thrive. I wish to also acknowledge my study group in my Masters class for continued co-operation and solidarity. They played such an important role along the journey as we mutually engaged in making sense of the various challenges we faced and provided encouragement to each other at those times when it seemed impossible to continue.

To all I say, thank you.

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ABREVIATIONS AND ACRONYMS

DPM	Directorate of Personnel Management
TSC	Public Service Commission
SPSS	Statistical Package for Social Scientists
P.A	Performance Appraisal
SHRM	Strategic human resource management

ABSTRACT

Performance management or appraisal is one of the areas an organization can use to unlock the full potential of their people. Wendel (2003) defined performance appraisal and review as a formal, systematic assessment of how well employees are performing their jobs in relation to established standards and the dialogue about that assessment with employees involved. The research's main purpose is to find out factors influencing the implementation of teachers' performance appraisal system in public secondary schools. Specifically the research will seek to identify the effects of performance standards on the implementation of teachers performance appraisal system in public secondary schools; assess the importance of monitoring on the implementation of teachers performance appraisal system in public secondary schools; determine the consequence of appraisal techniques on the implementation of teachers performance appraisal system in public secondary schools; assess the impact of feedback on the implementation of teachers performance appraisal system in public secondary schools. The research narrowed its undertakings into performance standards, monitoring and appraisal techniques and feedback. The research applied a descriptive research design and the target population was 89 teachers from Westlands Constituency. The research applied the census sampling techniques where the entire population was considered to constitute the sample size. Purposive sampling was used to select the key informants, Self-administered questionnaires were used as the major data collection instrument and they were issued to all the respondents in the sample size, interview schedule was used to collect data from the informants who were TSC officials. Validity of the research instrument was ascertained by seeking the opinions of experts in the field of study. Descriptive statistics was used to analyse the data. Quantitative data was sorted and corded using the Statistical Package for Social Sciences (SPSS V. 21.0) software. Research analysis demonstrated the collected data analysis and displayed the result of the study according to the research questions. The study findings revealed that the study revealed that majority of the respondents strongly agreed that performance appraisal was important to the teaching fraternity others agreed, disagreed, while only a few of the respondents strongly disagreed to the fact that performance appraisal was important for teachers, from the findings it was revealed that performance was important to the teaching fraternity, majority of the respondents strongly agreed that continuous performance monitoring did affect the performance appraisals; the findings therefore revealed that continuous performance monitoring affects greatly performance appraisals among the teaching fraternity, the findings reveals that the understanding of the appraisal techniques across the teaching staff varies considerably as shown by the findings, a good number of the staff understand and appreciates the application of the techniques while others are not well aware of the techniques equivalently, feedback influence teachers performance appraisals as reported by the majority of the respondents, the study concludes that performance is an important element to the teaching fraternity, further the study concludes that quality standards, planning and Job Analysis influenced greatly on the performance of teachers, the study further concludes that that performance standards are high among the teachers, continuous performance monitoring affects greatly performance appraisals among the teaching fraternity, further the study concludes that Gantts Charts, PERTs, CPM, overall schedules, resource allocations and weak breakdown structures have often been used as planning function tools in the teacher performance appraisal systems. The recommends that there is need for enhanced performance planning, better performance monitoring during the year and ongoing feedback during the year should be given an in depth consideration.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Performance appraisal, also known as employee appraisal, is a method by which the performance of an employee is measured generally in terms of quality, quantity, cost and time. Performance appraisal is a part of career development which aims to; give feedback on performance to employees, identify employee training needs, document criteria used to allocate organizational rewards, form a basis for personnel decisions salary increases, promotions, disciplinary actions, provide the opportunity for organizational diagnosis and development, facilitate communication between employee and administrator, validate selection techniques and human resource policies to meet federal equal employment opportunity requirements (Duncan, 2006).

Performance appraisal is a systematic and objective way of judging the relative worth or ability of an employee in performing his/her job. This is emphasis on two aspects: systematic and objective. The appraisal is systematic when it evaluates all performances in the same manner. Utilizing the same approaches to that appraisal of different persons is comparable. Such an appraisal is taken periodically according to plan. It is not left to chance. Thus both the appraisee and appraiser know the system of performance appraisal and its timing. Appraisal has objectivity also its essential future is that it attempts at accurate measurement by trying to eliminate human biases and prejudices (Amstrong, 1998).

Performance appraisal is expected to provide answers to many of the questions relating to management of people in the organization and improve productivity. The role of performance appraisal is not limited only to make decisions about salary increase but it helps to arrive at many decisions. A study of appraisal practices in American and Indian companies suggests that performance appraisal is used for determining wage increase, promotion and transfer, discovering supervisory personnel, training and development and informing employees where he stands in order; follow-up interviews, personnel research and to help superiors to know their subordinates (Murlins, 2005).

Productivity is a performance measure that indicates how effectively an organization converts its resources to desired products or services. It is a relative measure in that it is used to

compare the effectiveness' of a country, organization, department workstation, or individual to itself over time for the operation or to other countries, organizations, departments, workstation, or individuals. From a systems perspective, productivity indicates how well an organization transforms its inputs into outputs. In manufacturing, productivity is generally stated as ratio of output to input (Duncan, 2006).

Performance appraisal has been considered as a most significant and indispensable tool for an organization, for the information it provides is highly useful in making decision regarding various personnel aspects such as promotions and merit increases. Performance measures also link information gathering and decision-making effectiveness of personnel sub-divisions such as recruiting, selection, training and compensation (Dorothy, 2005). Historically; Performance appraisal also existed in the olden days. Wei dynasty (221-265 A.D) in China introduced Performance Appraisal in which an Imperial Rater appraised the performance of members of the official family. The New York City Civil Service adopted performance appraisal in 1883. Since then and especially after World War I, performance appraisal has been adopted by most of the large organizations particularly in business field (Murlins, 2005).

Employee appraisal techniques are said to have been used for the first time just before the end of the First World War, when at the instance of Walter Dill Scott, its Army adopted the "man to man" rating system for evaluating military personnel. During the 1920-1930 periods rational wage structures for hourly paid workers were adopted in industrial units. Under this system, the policy of giving grade wage increments on the basis of merit was accepted. These early employees' plans were called merit rating programmes, which continued to be so called up to the mid-fifties. By then, most of these plans were of rating-scale type where emphasis was given to factors, degrees and points (Murlins, 2005).

In early fifties, however, attention began to be devoted to the performance appraisal of technical, professional and managerial personnel. Since then, as a result of experiments and a great deal of study, the philosophy of performance appraisal has undergone tremendous changes. Consequently, a change has also taken place in the terminology used. Now, the older phrase merit rating is largely restricted to the rating of hourly paid employees, and is used frequently in developing criteria for salary adjustments, promotions, transfer etc. The latter phrase, personnel appraisal, places emphasis on the development of the individual as

and widely used to evaluate technical, professional and managerial personnel (Dorothy, 2005).

Currently, the appraisal of individuals in an employment has been labeled and discussed by experts over the years in different ways. Common descriptions include performance appraisal, merit rating, behavioral assessment, employee evaluation, personnel review, progress report, staff assessment, service rating and fitness reports. Some personnel authorities use such concepts interchangeably, while others interpret some of these appraisal phrases differently. However, the term performance appraisal or evaluation is most widely used (Dorothy, 2005).

Performance appraisal is important in all organizations and also viewed as important human resource function that can contribute to the continuing development of the individual employee. Human resource is the most important and expensive asset in an organization in whose organizational successes and failures depend. Performance appraisal programs benefit both the employee and the organization. For the organization performance appraisal provide inputs for many other functions. For employee performance appraisals provide feedback about daily performance while also stressing employing development and growth plans. Most successful organizations use performance appraisals as a basis for human resource activity. Ineffective performance appraisal or performance ignorance leads to poor organizational performances (Dorothy, 2005).

1.1.2 Staff performance appraisal amongst civil servants in Kenya

In Kenya, the Development Management Directorate of personnel management (DPM) in each relevant ministry provides policy directions in human resource management and development. The DPM advices on appropriate organizational structures and initiates reform measures for enhancing service delivery in the civil service. It is in this regard that performance appraisal of teachers in public schools who are part of civil service, was introduced to the (write in full followed with abbreviation the first time encountered)T.S.C with set guidelines on the staff appraisal report.

1.1.3 Teachers Service Commission (TSC)

As a background to the formation of TSC; The Kenya National Union of Teachers, established in 1957, an umbrella body of teachers found it unnecessary to have the decentralized system of handling teachers affairs. It therefore made it its priority to press for the employment of teachers by a central body which led to the establishment of the TSC. (no need to keep carrying the name in full)

The Teachers Service Commission (TSC) of Kenya is an Independent government Commission anchored in the Constitution of Kenya to manage human resource within the education sector. As an enabling legislation, The Teachers Service Commission Act, 2012, makes further provision for the Teachers Service Commission as established under Article 237 of the Constitution, its composition; the qualifications and procedure for appointment of members; functions and powers of the Commission; the regulation of the teaching service; and for connected purposes.

Teachers Service Commission human resource division is headed by the Deputy Secretary (HRD). It is charged with the responsibility of coordinating and overseeing the training and human resource development activities of the commission. The division carries out its mandate under the following divisions; Training needs assessment, Training programs, Monitoring and evaluation, Skills inventory and Resource Center (Teachers Service Commission Report, 2010).

According to the TSC code of regulation for teachers most recently revised in 2014, performance appraisal under Regulation 12 highlights the functions of the County Director which include overseeing the appraisal of teachers in a specific County. A significant revision of the Code of Regulations by the TSC includes an inclusion of teaching standards at Part IV of the Regulations. These teaching standards set the minimum requirements that teachers are to meet while engaging in the performance of the duties and form a basis on which the appraisal is carried out. Regulation 45 provides that each Head of Institution shall be required to submit staff appraisal reports on each teacher in the school at least once a year in a prescribed form, whereby reports on teachers in post-primary institutions are to be submitted to the TSC after being confirmed by the County Director. It also states that the Head teacher must meet and discuss the contents of the report with the appraisee. If the report is adverse

the appraisee should be counseled. All staff appraisal should be received by the concerned County Director not later than March of the following year. T.S.C currently has about 270,000 teachers in public primary, secondary and tertiary institutions. It also has 2,400 staff in its secretariat.

1.2 Statement of the Problem

From the background to the study, it is evident that the T.S.C appraises its employees. While this is the case, a survey done across public secondary schools indicate that the appraisal is but an annual ritual where standardized forms are hurriedly filled and in some instances not filled at all, then copies of the forms sent to the headquarters and nothing done in line with the appraisal until the following year when the ritual is repeated. Critical aspects of the appraisal such as performance standards, monitoring or even feedback that lead to effective appraisals are overlooked.

Several local studies have been done, Odhiambo (2005) researched on Teacher appraisal; the experience of Kenyan secondary school teachers. His findings indicate that the teacher appraisal policies and practices in Kenyan Secondary schools exhibit weaknesses which need to be urgently addressed if teacher appraisal is to be used to improve quality of teaching and education in Kenya (http:/emeraldinsight.com Retrieved 8/9/2007). His findings are further supported by the Kenya Anti-corruption Commission (KAC) who did an investigation into the operations of the Teacher Service Commission (TSC) and recommended that the commission should institute a performance appraisal system with clearly set standards. (Saturday Nation August 11, 2007).

Overcoming the above problems and ensuring that high level of effectiveness is achieved by the teachers' appraisal systems continues to be a challenging task that negatively affects improvement of teachers' performance. TSC management fails to evaluate the effectiveness of the employed appraisal techniques and this makes them to lack greater understanding on experienced appraisal problems. This has left a major knowledge gap that has denied the organization management ability to provide an effective solution to the experienced appraisal systems problems. This study investigates to identify the factors influencing the implementation of teachers' performance appraisal system in public secondary schools with a specific reference to teachers working in the public schools in Westlands Constituency.

1.3 Purpose of the study

This study main purpose is to investigate factors influencing the implementation of teachers' performance appraisal system in public secondary schools with a specific reference to Public Secondary schools in Westlands Constituency.

1.4 Objectives of the Study

The study sought to achieve the following Objectives;

i) To identify the effects of performance standards on the implementation of teachers' performance appraisal system in public secondary schools in Westlands Constituency.
ii) To assess the effects of continuous monitoring on the teachers performance appraisal system in public secondary schools in Westlands Constituency.
iii) To determine the effects of appraisal techniques on teachers' performance appraisal system in public secondary schools in Westlands Constituency.
iv) To assess the effects of feedback on teachers' performance appraisal system in public secondary schools in Westlands Constituency.

1.5 Research Questions

The study sought to answer the following research questions;

i) What is the effects of performance standards on teachers' performance appraisal system in public secondary schools in Westlands Constituency?
ii) How does continuous monitoring affect teachers' performance appraisal system in public secondary schools in Westlands Constituency?
iii) What is the effect of appraisal techniques on teachers' performance appraisal system in public secondary schools in Westlands Constituency?
iv) How does feedback affect teachers' performance appraisal system in public secondary schools in Westlands Constituency?

1.6 Significance of the Study

The research study may be beneficial to the TSC management since it is expected that the findings of this study may help the administration review and improve performance appraisal tools and methodologies to capture teachers' performance accurately. The findings may enhance improved teachers performance because accurate evaluation of employees may translate into better decision making in terms of promotion and remuneration.

Directorate of Personnel Management (DPM): They may be able to use the findings to enhance the quality of public secondary education in Kenya, by using the suggestions from teachers on ways of improving the existing P.A system.

Teacher Service Commission (TSC): The employers of the secondary school teachers, to enhance the quality of Kenyan secondary school education through effective performance appraisal system of its employees – the teachers, by taking appropriate measures to correct anomalies identified by the study.

Public Secondary Schools: Especially those in Westlands Constituency, on which the study was based to understand the strengths and weaknesses of the present appraisal process may be able to understand how to make it effective for improved teacher performance and hence the performance of schools.

The study is important to various human resource managers since it may act as source of guidelines on how organizations should apply performance appraisal systems, the findings of the study demonstrated the effect of each of various factors on employed appraisal systems and this may help the managers to identify the most effective appraisal systems that can be easily adopted and contribute towards increased organization productivity.

The study may be of great significance to future researchers since it acts as a source of information on effects of performance appraisal systems, this may enrich the literature review of future studies, and future researchers may therefore find the study report helpful when covering other areas that were not included by this study. The report may act as reference and stimulate the interest among academics and thereby encourage further research on effects of performance appraisal systems.

1.8 Basic assumptions of the Study

The study was based on certain assumptions without which the premise of this study cannot stand and the research questions would be rendered redundant. These assumptions are as follows; that performance appraisals are carried out often in Westlands Constituency. The study assumes that respondents interviewed will be cooperative. Another assumption that is made is that the respondent will answer accurately and will have adequate information. The

study assumes that the researcher will be granted access to all the information needed and that the TSC will be interested to adopt the findings of the study to improve the teachers and staff appraisal mechanisms in the long run.

1.9 Limitations of the study

Cases of uncooperative respondents are likely to be experienced and this might affect achievement of a high response rate. This might lead to gathering of inadequate data which might not portray the true characteristic of the research problem. Researcher will hence engage the respondents in a brief interview before issuing them with the questionnaires as a strategy to avoid lack of cooperation.

Confidentiality and sensitivity of the study might make most of the respondents to refuse to give information about employed appraisal systems. Most of the staff might not give accurate information in fear that the study will be used against their jobs in the organization. The organization confidentiality policy does not allow managers to expose organization confidential matters and management secrets and this might make the study not to acquire key information on appraisal systems.

1.10 Delimitation of the study

The study was carried out in Westlands Constituency. The target population will be teachers, deputy heads of institutions, heads of institutions, County Directors and other officials of the TSC.

1.11 Definitions of Significant Terms Used in the Study

(a)Performance Appraisal

It is defined as the process of arriving at a judgment about an individual's past or present performance, against the background of his or her work environment, and about his or her future potential for an organization. Therefore the objective of appraisal is to help improve individual performance, realize potential and achieve better results for the organization. The basic aim of appraisal is to improve the performance of the individual (either in the current or future job) and thereby improve the performance of the organization.

(b)Performance management

This is building of the process of assessing progress toward achieving predetermined goals by adding the relevant communication and action on the progress achieved against these predetermined goals.

(c)Performance standards

Performance standards are the set standards which have been defined for the professionals, within which support work categories are defined for the expectations of each work level in a defined organization.

(d)Continuous monitoring

Continuous monitoring refers to the progressive approaches which are taken towards ensuring that a constant performance system approaches are sustained by the management this will ensure that the performance standards are uphold by the entire workforce staff**.**

(e)Appraisal techniques

Performance appraisal techniques are used in the organizations to measure the effectiveness and efficiency of the employees; appraisals are needed because every employee has a different attitude to handle the work. Performance Appraisal techniques tends to improve the work performance, communication expectations, determining employee potential and aiding employee counselling.

(F)Feedback

Feedback refers to the supervisor comments and commendations regarding the employees overall performance towards achieving the required work performance.

1.12 Organizational of the study

The study report is organized into five chapters. Chapter one gives background of the study, statement of the problem, purpose, research objectives, research questions, justification and significance of the study, limitations, and delimitations of the study, basic assumptions of the study and definition of key terms. Chapter two reviews the literature based on the objectives of the study. It reviews the literature on performance standards, the monitoring of performance standards, the concept of ownership of appraisal by the appraisee and 360° Feedback theory in the organisation and planning process. It further looks at the conceptual framework and the operational variables that will be used in the study. Chapter three looks at the research methodology of the study and has the following sections; research design, target population, sampling procedure, methods of data collection, validity and reliability of the research instrument, operational definition of variables and ethical consideration. Chapter

four involved analyses of the data, presentation of the data and interpretation of the findings. It also provided the major findings and results of the study as directed by the objectives of the study. Chapter five presents the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn focused on addressing the objectives of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature review of the study, the literature review provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research that has already been done and how the findings relate to the problem at hand. The chapter also explains the theoretical orientation, empirical review, research gaps and conceptualization and Operationalization of the research variables.

2.2 Empirical Review

The roots of performance appraisal can be found in Frederick Winslow Taylor's time and motion study Performance appraisal is a part of career development. Performance appraisals are a regular review of employee performance within organizations. Performance appraisal, also known as employee appraisal, is a method by which the performance of an employee is evaluated generally in terms of quality, quantity, cost and time. Performance improvement is not achievable unless there are effective processes of continuous development of employees. Performance management should really be called 'performance and development management (Michael, 2006). Performance management focuses towards satisfying needs and expectations of stockholders, owners, management, employees, customers, suppliers and the general public. Different organizations base their appraisal on the various available theories of staff appraisals and mechanisms.

2.2.1 The stages of Performance Appraisal

According to Studies by Armstrong (2005) performance appraisal is a nine-step process. At the first stage, performance standards are established based on job description and job specification. The standards should be clear, objective and incorporate all the factors. The second stage is to inform these standards to all the employees including appraisers. The third stage is following the instructions given for appraisal measurement of employee performance by the appraisers through observation, interview, records and reports.

The fourth stage is finding out the influence of various internal and external factors on actual performance. The influence of these factors may be either inducing or hindering the employee performance. The measured performance may be adjusted according to the

influence of external and internal factors. The performance derived at this stage may be taken as actual performance. The fifth stage is comparing the actual performance with that of other employees and previous performance of the employee and others. This gives an idea where the employee stands. If performance of all the employees is ranked either too high or too low, there may be something wrong with the standards and job analysis. (Armstrong, 2005)

The sixth stage is comparing the actual performance with the standard and finding out the deviations. Deviations may be positive or negative. If employee performance is more than the standards, it is positive deviation and vice versa is negative deviation. The seventh stage is communicating, the actual performance of the employee and other employees doing the same job and discusses with him about the reasons for positive or negative deviations from the pre-set standard as the case may be (Armstrong, 2005).

The eighth stage is suggesting necessary changes in standards, job analysis in internal and external environment. Lastly, there is follow up of performance appraisal report. This stage includes guiding, counseling, coaching and directing the employee or making arrangements for training and development of the employee in order to ensure improved performance. If the actual performance is very poor and beyond the scope of improvement, it may be necessary to take steps for demotion, retrenchment or any other suitable measure (Armstrong, 2005).

2.2.2 The effect of Gender on Performance Appraisal

Published and unpublished data give evidence to a lot of researches on the subject of performance appraisal. Most of the research studies were on methods used to rate appraisees. Noe and Gottschalk (1986) studied 153 school administrators to test the degree to which raters used similar methods of combining information, and whether rater agreement was based on job relevant inputs or on shared bias. They reported that overall ratings from different sources varied because different rater groups attached higher relative weights to the job related performance dimensions that were most salient to them.

Research on sex/gender of rater or rate effects on performance appraisal has however yielded conflicting results. For example no sex / gender effects were reported in field settings where job analysis was used to develop a task based performance appraisal instrument. According to

Thompson & Thompson (1985) no gender differences were reported when rating familiar tasks in work situations where feedback was available.

According to Shore & Thoraton (1986) students tended to give women professors higher ratings than their male counterparts. Dobbins et al. (1988) found out that raters holding traditional stereotypes of women tended to be less accurate when ratings were made for administrative purposes. In an experimental setting, Benedict & Levine (1988) demonstrated that females were more often with poor performers and delayed performance appraisals and feedback sessions more than males did.

On rating errors and accuracy, much of recent researches have examined and critiqued competing methods of measuring halo. Murphy and Bolzer (1986) reported that halo was associated with greater accuracy and speculated that this may be due to categorization schemes that correctly classify the relevant behavioral information and eliminate noise. Murphy and Bolzer (1989) concluded, based on meta-analytic results that the correlation between rating errors and accuracy was very near zero, and therefore error measured were not good indicators of rating accuracy.

2.2.3 The effect of Performance Appraisal on Staff Performance

Researches on appraisal feedback, in early 1988 reported that self-generated feedback (versus supervisory generated and general feedback) was positively related to performance. This agrees with Banister's (1986) experimental results concluding that source credibility and message content influenced recipient response to feedback. Becker and Klimoski (1989) reported that feedback from supervisors led to increased performance, but feedback from self and peers did not.

The above analyzed research was carried out on performance appraisal outside Kenya. It is therefore important that researches in Kenya on the performance appraisal be analyzed and their context will be reviewed (Shore & Thoraton, 1986).

According to Gichira (2001) who carried out a study on employee performance management practices in the private security services industry; reveals that employee performance management practices are applied in the industry and that the results of the performance

management systems are used in making a variety of human resource interventions and employment decisions.

According to Ngolovoi (2001) who did research on perceived social and psychological effects of performance appraisal in selected international donor organizations in Kenya, the results indicated that performance appraisal brings about increased confidence levels among employees, rivalry between the management and employees dissatisfaction and eagerness to find out how they are related by their supervisors. Obiye (2002) researched on preferred methods, rates and uses of performance appraisal by employees in selected tertiary public institutions in Nairobi. He found that most employees preferred to be rated by supervisors and appraisal results used for training and development.

According to Mwendwa (2005) who looked at factors affecting staff performance appraisals in the hospitality industry-A case of five star hotels in Nairobi. Odhiambo (2005) also did a study on the Teacher performance appraisal; the experience of the Kenyan secondary school teachers. His findings indicate that the teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher and hence education in Kenya.

The performance standards are viewed as benchmarks against which performance will be measured. As Davis (1985) puts it, employees must know what they need to do to perform their job successfully. Getting employees involved in the planning process helps them to understand the goals of the organization, what needs to be done, why it is done and how well it should be done. Planning the employees' performance standards include establishing performance elements which are measurable, verifiable, equitable and achievable Stebbler and Robinson (1995). To be effective performance standards should relate to the desired performance of each job. Knowledge of these standards is collected through job analysis. It also requires dependable job measures, which are rating used to evaluate performance. The discussion between Manager and Subordinate at this phase immediately generates improved employee performance because people will know exactly what's expected of them and as the manager you have just earned the right to hold people accountable at the end of the year by making your expectations of them clear from the start.

Ongoing monitoring provides the supervisor with opportunity to check how well employees are meeting pre-determined standards and to make changes to unrealistic, problematic standards. By monitoring continually, supervisors can identify acceptable performance at any time during the appraisal period and provide assistance to address such performance rather than wait until the end of the period. Glen (1990) affirms that "one minute rewarding and one minute reprimanding" should be equally major parts of a manager's job. Midway through the year both employee and supervisor meet to review the individuals' progress towards the plans and goals discussed in the first phase. Employee may seek out coaching or ask for feedback from manager to enhance achievement of goals.

2.3 The Concept of Performance Appraisal

Conceptualization is the process of determining to what measure, in order to identify factors affecting the effectiveness of teachers' performance appraisal system in public secondary schools in Westlands Constituency. The conceptualization gives an in-depth explanation of the major research variables.

2.3.1 Performance Standards

According to Bradgate (2001) component of the performance appraisal process is the creation of specific performance criteria or competencies. These performance standards must be developed, defined and communicated to the incumbent with performance monitored against those standards throughout the year. In the first phase of performance planning, the manager meets with each person of the employee performance appraisal process. In this hour-long session they discuss the "How" and the "What" of the job. How the person will do the job and what results the person will achieve over the next twelve months. They also discuss the individuals' developments plans. According to (Michael, 2006) performance standards are management expression of performance thresholds, requirements or expectations that employees must meet to be appraised at a particular level of performance.

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2.3.2 Performance monitoring

According to Armstrong (2005) once performance monitoring is developed and communicated the standards may need to be modified. In some cases they are revised as a result of feedback from the incumbent. This is especially true in the case of a newly created position or for specific business units or departments. These standards may also be subject to change as the position evolves. Over the course of the year employee performance should be focused on achieving the goals, objectives and key responsibilities of the job. The manager provides coaching and feedback to the individual to increase the probability of success and creates the conditions that motivate and resolve any performance problems that may arise. For performance appraisal to be effective, there should be monitoring, whereby performance is measured and feedback provided to employees. Monitoring means consistently measuring and providing ongoing feedback to employees and workgroups on their progress towards reaching their goals (Armstrong, 2005)

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2.3.3 Appraisal techniques

Teacher performance appraisal often takes the shape of a formal observation of the teacher in the classroom. Gottschalk, (1986) alludes that appraisal techniques involves the supervising teacher or administrator scheduling an observation ahead of time. The observer sits in on the class and takes notes on teacher behavior, student response and flow of lesson. Another appraisal technique takes place outside of the classroom in the form of a portfolio review. An appointed individual will read and evaluate a portfolio of lessons and assessments the teacher has created as well as student work. These two techniques together can provide a comprehensive view of the teacher's work in and outside of the classroom.

According to Thompson & Thompson, (1985) after the appraisal has been completed, the individual reviewing the teacher will create a formal set of observations complete with feedback and suggestions. This is often formally presented in writing to the teacher being observed.

2.3.4 Feed back

According to Bradgete (2001) during the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. The performance appraisal system should focus on the strengths and accomplishments of staff, rather than their faults and failures. It should in turn lead to a plan for future development and progress of the individual. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work progress or any other method. Providing employees with training and developmental opportunities encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods (Michael, 2006)

2.4 Theoretical Framework

Organizations rely on the human resource department to perform many important functions including job analyses, personnel planning and recruiting, training and development, talent management, financial incentives, employee safety, and performance appraisals. Among these human resource practices, academic scholars and business managers indicate that employee performance appraisal or performance assessment is considered the most important in the field and has been considered a key element in organizational success (Boswell & Boudreau, 2002; Coens & Jenkins, 2000; Erdogan, Kraimer & Liden, 2001).

Performance appraisal is used by organizations to serve multiple purposes because it is believed that the assessment and feedback process will improve business. An effectively designed and administered performance appraisal process can provide the organization, the manager, and the employee with multiple benefits (Coens & Jenkins, 2000).

A valid and reliable performance appraisal is a critically needed tool for effective human resource management practices and performance improvement in any organization (Longenecker & Fink, 2007).

2.4.1 Hardner Performance Standards Theory

While the list of Major Job Duties tells the employee what is to be done, performance standards provide the employee with specific performance expectations for each major duty. They are the observable behaviors and actions which explain how the job is to be done, plus the results that are expected for satisfactory job performance. They tell the employee what a good job looks like. The purpose of performance standards is to communicate expectations. Some supervisors prefer to make them as specific as possible, and some prefer to use them as talking points with the specificity defined in the discussion. Keep in mind that good performance typically involves more than technical expertise. You also expect certain behaviors (e.g. friendliness, helpfulness, courteousness, punctuality, etc.) It is often these behaviors that determine whether performance is acceptable (Hardner, 2002).

2.4.2 Taylor Performance Monitoring Theory

Successful business management requires the ongoing monitoring of performance in order to generate data by which to judge the success or otherwise of specific strategies. Improvement in performance can only be realistically achieved when management is properly informed about current performance. To this end it is important to identify key performance indicators (KPIs) that will enable management to monitor progress. There are three areas of activity within a professional firm that are critical to commercial and professional success and KPIs need to be established in each: Measures relating to financial performance and business development; Views of clients about the range, provision and delivery of the professional service firm's services; Views of personnel about all aspects of their relationship with the professional service firm.

2.4.3 Buckley Appraisal theory

Ownership by the appraisee is one of the principles which enables appraisal to be a self-organizing system and it is reinforced in a number of other ways. At a more micro level, the process involves gathering ones appraisers together as a group, looking them in the eye and having a conversation about my performance and my development. The dimensions of appraisal or the questions have not been defined by the organization. The appraisee with the help of their facilitator will have decided them. The facilitators role is also to allow other themes to emerge which perhaps the appraisers wish to talk about, provided they have a

bearing on “improve performance, learn and grow”. Enormous flexibility is built into the process which allows it to flex with the business, self-organize and respond to changes in the environment (Buckley, 1992).

2.4.4 360° Feedback Theory

360 degree appraisal theory explains that, before introducing 360 feedback in an organization the planning process must include the step addressing the benefits and perceived risks of all participants. Recipients of feedback and reviewers may have concerns about issues like confidentiality of reviews, how the completed reviews will be used in the organization and what sort of follow up they can expect. Communication and support provided throughout the project must take this into account if the programme is to provide maximum value for the individuals and the organization using 360 feedbacks.

360 degree appraisal system is the preferred means of assessing individual candidates using feedback from multiple participants. This provides a more balanced or rounded view of the candidate’s abilities and application of skills, thus the use of the term ‘360’. Carrying out 360 degree appraisals on a candidate requires the completion of a separate copy of the questionnaire by each participant in the 360 and of course requires the collation of all the responses into one report for each candidate. To carry out 360 assessments on all middle and upper management in a large organization requires a tremendous amount of data processing especially if hard-copy questionnaires require data entry as well (Mary, 1998).

2.5 Conceptual Frame Work

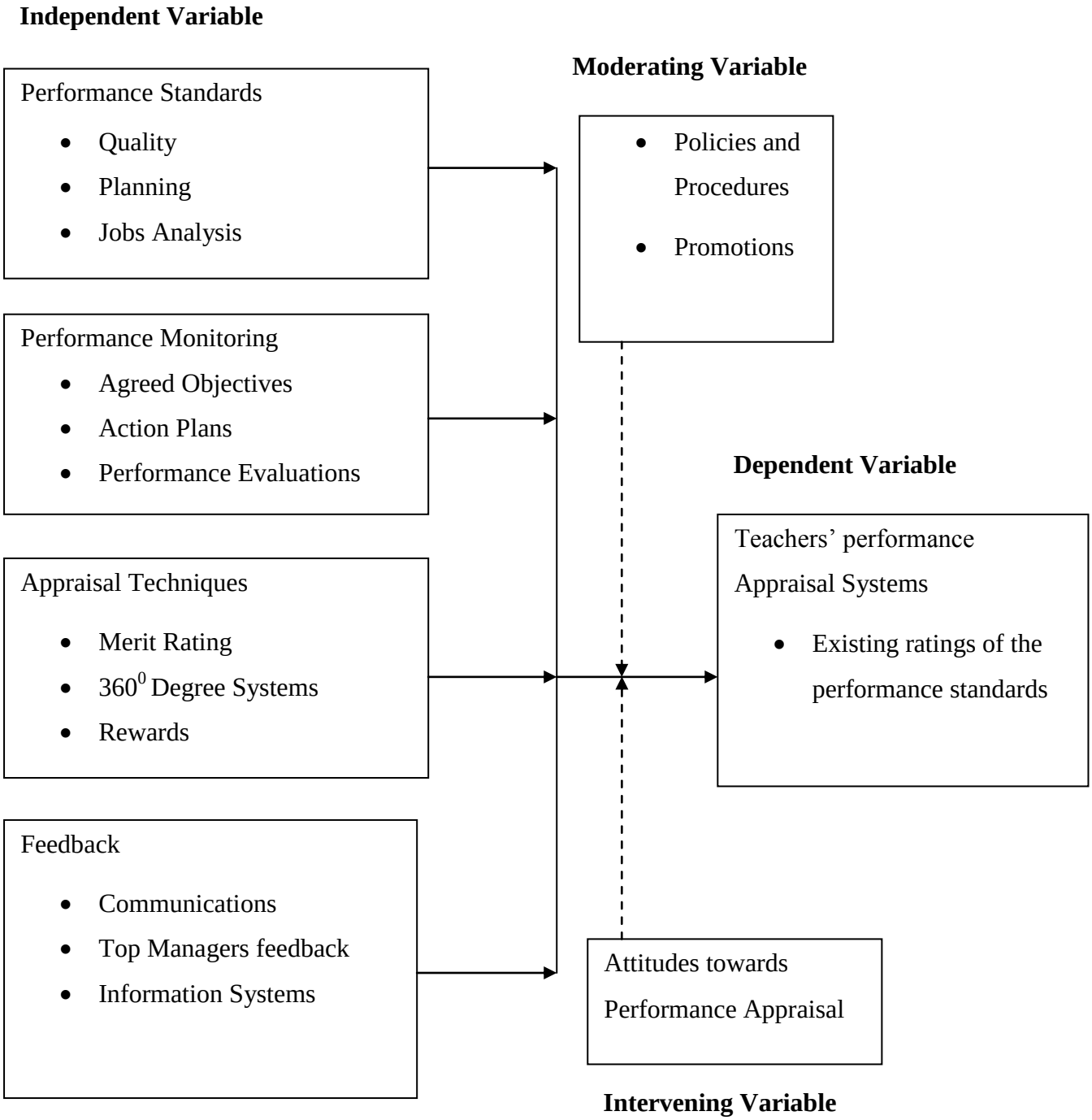

Figure 1: Conceptual Framework

2.6 Operationalization of the Variables

Operationalization is the process of determining how to measure the factors affecting the effectiveness of teachers' performance appraisal system in public secondary schools.

To identify the effect of performance standards on the effectiveness of teachers' performance appraisal system in public secondary schools, the study will look on how quality of performance standards, planning and job analysis affect performance standards.

To assess the effect of monitoring on the effectiveness of teachers performance appraisal system in public secondary schools, the study will measure how agreed objectives, action plans and performance evaluation affect monitoring process.

To determine the effect of appraisal techniques on the effectiveness of teachers' performance appraisal system in public secondary schools, the study will measure how merit rating, 360 degree appraisal system and rewards affects appraisal techniques.

To assess the effect of feedback on the effectiveness of teachers performance appraisal system in public secondary schools, the study will look on how communication, top management feedback and information systems affect the employees feedback.

2.7 Research Gaps and Summary

From the reviewed literature it is evident that traditional methods don't improve performance and may actually backfire. They argue that most performance appraisal systems neither motivate nor guide employees' development. Furthermore they cause conflict between supervisors and their subordinates and lead to dysfunctional behavior.

The existing research gaps have been developed as a result of past researchers giving little emphasis on the effectiveness of the performance appraisal systems. Most past researchers carried out their studies on different areas leaving the problems affecting effectiveness of the staff performance appraisal systems unaddressed, this shows that empirical studies on appraisal system relied mostly on assumptions and unproved theories.

The study identified the major gaps that have been left unfulfilled by theoretical explanations and empirical studies, these gaps are; performance standards gap, performance monitoring gap, appraisal techniques gap and employees feedback gap. The study narrowed its research undertaking into these gaps and to give recommendations to enhance realization of increased effectiveness of implementation of the teachers' performance appraisal systems.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology of the study; the chapter explains the sample design, study population, sampling methods and techniques, sampling procedures, data collection methods and techniques and the data collection instruments.

3.2 Research Design

This study adopted a descriptive study design. Kerlinger (1999) points out that descriptive study is not only restricted to fact finding but often may result in formulation of important principles of knowledge and solutions. The research used a descriptive survey design because descriptive research does not involve modifying the situation but rather adopt natural setting. It involves acquiring information about a certain segment of the population and getting information on their characteristics, opinions or attitudes (Orodho, 2003). This research design has been chosen for this study because it enabled the researcher to obtain the opinions of TSC employees in their natural setting. It was also useful in summarizing the data collected in a way that provided descriptive information. Churchill and Brown (2004) also observe that descriptive research design is appropriate where the study seeks to describe the characteristics of certain groups, estimate the proportion of people who have certain characteristics and make predictions.

3.3 Target Population

A target population is the total composition of elements from which the sample is drawn; it is the specific population about which information is desired Cant, (Gerber-Nel, et al, 2011). Burns and Burns (2008), further describe the population as all elements or subjects that meet the criteria for inclusion in a study. The study population included secondary school teachers and the relevant human resources managers in TSC. Westlands Constituency has consistently been ranked the best in the country in Secondary school national examinations. The study will target the 6 public secondary schools in Westland Constituency which includes; Nairobi School, St. Georges Girls High school, Hospital Hills High School, Parklands Arya Girls High School, Kangemi High School, and Highridge Sec School (Westlands Education Office, 2013). According to the report by the Westlands Education Office there are a total of 89 TSC employed teachers within the public Secondary School in Westlands Constituency.

3.4 Sampling and sampling procedures

Sample is a carefully selected portion or part of the target population while sampling is a procedure where a fraction of the data is taken from a large set of data, and the inference drawn from the sample is extended to the whole group (Mark et al, 2007). According to Mugenda and Mugenda (2003) and (Mark et al, 2007) suggest that a sample size of 10-15% is sufficient, for a survey, however due to the size of the target population, the study will adopt a census technique in determining the sample size, this is where the entire population will be considered for data collection all the TSC employed teachers in the public secondary schools will be considered for data collection; Purposive sampling technique was used to select four Officials from the TSC office based in Nairobi County who were reached through the assistance by the westlands education office.

Table 3. 1Target Population and Sample Size

Public Sec Schools	Population	Percentage	Sample
Nairobi School	17	19	17
St.Georges Girls High School	13	15	13
Hospital Hills High School	15	17	15
Parklands Arya Girls High School	16	18	16
Kangemi High School	13	15	13
Highridge Sec School	15	17	15
TOTAL	**89**	**100**	**89**

3.5 Data Collection Instruments

The study used both quantitative and qualitative methods of data collection which enabled the researcher to bring together different methodologies for the triangulation of data (Kress, 2011). The researcher prefers the design at it enabled the collection of data from different construction groups and generate numerical and descriptive data that was used in measuring the correlation between the variables.

The research also used primary data which was collected through the use of questionnaires that were personally administered to the respondents. A semi structured questionnaire was divided into two parts; on the demographic profiles of the respondents in one part, and the second section consisted of closed and open-ended questions which captured information on

the factors influencing the implementation of teacher performance appraisal system in response to research questions.

The study also used interview Schedule to collect information from the Key informants who consisted of the officers from the human resource department of the TSC based in Nairobi County, the interview schedule was organized according to the objective of the study, consisting of the open ended questions which allowed for a detailed data from the officers.

3.7 Pilot Testing of the Research Instruments

The research instrument was piloted in order to standardize it before the actual study. The pilot was done among the four public secondary schools in Nairobi County; these schools were not part of the sample size. This helped in identifying factors influencing the implementation of teachers' performance appraisal systems. The research instrument yielded the required data for the main study.

3.8 Instrument Validity and reliability

The study employed various approaches in establishing the validity and the reliability of the study instruments.

3.8.1 Instrument Validity

Validity relates to the extent to which the research data and the methods for obtaining the data are accurate, honest and on target (Denscombe 2003). Before using a research instrument it is important to ensure that it has some validity. According to Cooper and Schindler (2006), the researcher may choose to do it alone or may use a panel of experts to judge how well the instrument meets standards. To establish the validity of the research instrument the researcher sought the opinions of experts in the field of study especially the University of Nairobi lecturers in the department of Extra Mural Studies. This helped to improve the content validity of the data that was collected.

3.8.2 Instrument Reliability

Reliability is a measure of how stable, dependable, trustworthy and consistent a tool is in measuring the same thing each time. Piloting of the instruments was done to test the reliability of the instruments. According to Denscombe (2003), the pilot group should be at least 10% of the sample size. The researcher used split half method in assessing reliability of

research instrument by determining the correlation between two sets of scores from first and second half which are split randomly.

The instruments during pilot survey was split into two sub tests, one consisting of odd numbered items/questions and the other made of all even numbered items/questions. The scores of all the odd numbered and even numbered items of the responses in the pilot survey were computed separately. The odd numbered scores for all items was then correlated with the even numbered scores using the Pearson's Product moment correlation coefficient. The correlation coefficient obtained represent the reliability of only one half (1/2) of the instrument. In order to obtain the reliability of the entire instrument, the Spearman Brown prophecy formula indicated below was used.

$$Re = \frac{2r}{1+r}$$

Where Re= Reliability of Scores on Total Test and r= reliability for $\frac{1}{2}$ (Half Test)

Therefore the half tests correlation for (16 item test) between the 8 odd- numbered and the 8 even- numbered items on a test is 0.70 which is good for a small number of test items as in this case. A Pearson product-moment correlation coefficient between the respondent's scores on the even-numbered items and their scores on the odd-numbered items were calculated. The resulting coefficient was an estimate of the half-test reliability of the test (that is, the reliability of the odd-numbered items, or the even-numbered items, but not both combined.

The Spearman-Brown prophecy formula is justified for adjusting split-half reliability, it can be used for answering what-if questions about test length when you are designing or revising a language test. However Spearman-Brown formula is limited to estimating differences on one dimension usually the number of items, or raters.

3.9 Data collection procedure

The questionnaires were self-administered by use of two trained research assistants. Self-administered questionnaire enables one to clarify the questions or probe for more answers. This makes it clear and is likely to yield relevant responses. To increase the response rate, a letter of introduction was attached to all the questionnaires to assure the respondents of their confidentiality. Key informant scheduled was administered to the four officials from the TSC office by the researcher.

3.10 Method of Data Analysis

Data analysis is the conversion of all the gathered information into something which can easily be understood. The purpose of any research is not simply having data, but to deduce information from the data gathered. Cooper and Schindler (2003), say that data analysis consists of running various statistical procedures and tests on collected data. After data collection, the data was organized and edited to remove any inconsistencies, repetitions or errors that would make analysis difficult. Data collected was analysed using both quantitative and qualitative methods. The quantitative data was coded to enable the responses to be grouped into various categories.

Descriptive statistics such as mean, standard deviation and frequency distribution was used to analyse the data. The Statistical Package for Social Sciences (SPSS V. 21.0) was used in the analysis. Frequency tables were used to present the data collected for ease of understanding and analysis. According to Orodho, (2003) the simplest way to present data is in frequency or percentage tables, which summarizes data about a single variable. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics (Mugenda and Mugenda, 1999). Qualitative data are based on meaning expressed through words. It involves the collection of non-standardized data that require classification and was analysed through use of conceptualization. A Likert scale was used in the questionnaire to measure attitudes presented by the respondents as recommended by Babbie (2011).

3.10 Operational Definition of Variables

Research Objective	Type of Variable	Indicator	Measurement Scale	Data Collection Method	Tools of Analysis	Data Analysis
Performance standards	Independent	Research Plans, Monitoring Schedule, Continuous amendments, evaluation of function tools.	Ordinal. Present/not present.High/Low. Good bad	Questionnaire/Interview Schedule.	Mean/Standard Deviation. Percentages	Descriptive Statistics
Appraisal Techniques	Independent	Respecting deadlines, Budgets, Scope of work, Periodical performance evaluation records.	Ordinal. Present/not present.High/Low. Good bad	Questionnaire/Interview Schedule.	Mean/Standard Deviation. Percentages	Descriptive Statistics
Feedback on Performance.	Independent	Feedback reports, Communication Channels.	Ordinal. Present/not present.High/Low. Good bad	Questionnaire/Interview Schedule.	Mean/Standard Deviation. Percentages	Descriptive Statistics
Continuous Monitoring.	Independent	Rewards awarded against performance.	Ordinal. Present/not present.High/Low. Good bad	Questionnaire/Interview Schedule.	Mean/Standard Deviation. Percentages	Descriptive Statistics
Teacher Performance Appraisal systems.	Dependent	Existing ratings of the Performance Standards	Ordinal. Present/not present.High/Low. Good bad	Questionnaire/Interview Schedule.	Mean/Standard Deviation. Percentages	Descriptive Statistics

3.11 Ethical Considerations

The researcher ensured that authority was sought from the relevant authorities before commencement of the study. Authority was sought from the various selected Schools and University of Nairobi, School of Continuing and Distance Education, Department of Extra-Mural Studies. The researcher also ensured that the respondents participated in the research with the full knowledge of what participation involves. During fieldwork, the respondents were enlightened on the purpose, duration and potential use of the research results beyond academic purposes; any other research related information as might be of interest to the respondents was clarified before any data is collected. The respondents were also informed that no piece of information gathered in the course of this study was to be used to jeopardize their welfare. The respondents were also assured of their confidentiality and their anonymity during publication of the research findings.

3.12 Summary

This chapter has presented the methodology used in the study. Specifically it has given the research design, the target population, the sample size and sampling procedure and research instruments. It has also discussed the how the validity and reliability of the instruments used were ensured. Finally the chapter has presented the data collection procedures, data analysis techniques used and how ethical issues were handled.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter presents the data analysis presentation and interpretation. In addition, this chapter discusses the findings from the research questions that are an investigation of the factors influencing teacher performance appraisal systems; under the following objectives; performance standards, performance monitoring, Appraisal techniques and feedback. The findings were presented using means/standard deviations, frequency tables and percentages for easy analysis and interpretations.

4.2 Questionnaires Response and Return Rate

The Table 4.1 shows the distribution and return rate of the respondents of this study.

Table 4. 1: Questionnaires Response and Return Rate

Target Category	Number Targeted	Number Responded	Response Rate
Female	66	61	69%
Male	23	19	21%
Total	**89**	**80**	**90%**

Out of the 89 questionnaires that were issued to both male and female respondents, 80 of the Questionnaires were correctly filled and returned. This represented a response rate of 90%, out of the 9 questionnaires, some were incorrectly filled while others failed to submit their questionnaires and therefore these were disqualified which represented 9 (10%) of the total Questionnaires which were issued. And the response was considered adequate as according to Idrus and Newman (2002) a response rate of 50% is good enough for the social studies.

4.3 Demographic information of the Respondents

This is basically the information on the population interviewed in this study. It is the demographic characteristics of the sampled population. This section has analysed gender issues, age of the respondents, education, duration of service and the position of the respondent.

4.3.1 Analysis of Gender of the Respondents

The study sought to establish the gender of the respondents, the gender of the respondents was important in order to find out the gender inclusion into the study for favourable

interpretations of the findings. Table 4.2 shows the data on the gender of the respondents who were considered in this study.

Table 4. 2: Gender of the Respondents

Gender	Frequency	Percentage
Female	61	76%
Male	19	24%
Total	**86**	**100**

The finding on the gender of the respondents reveals that majority 61 (76%) of the respondents were female while19 (24%) of the respondents were male, the findings therefore implies that most of the teacher respondents were female, implying that female employees number were above that of male TSC employees in the sampled population.

4.3.2 Analysis of Age Bracket of the Respondents

The study sought to find out the distribution of the respondents according to the age bracket, Table 4.3 shows the data on the age bracket of the respondents.

Table 4. 3: Age Bracket of the Respondents

Age Bracket	Frequency	Percentage
Below 25 years	18	23
25-30 years	20	25
30-35 years	14	18
35-45 years	16	20
Above 45 years	12	15
TOTAL	**80**	**100%**

From the data collected, the findings revealed that majority 20 (25%) of the respondents were aged (25-30) years, 18 (23%) of the respondents were aged below 25 years, 16 (20%) of the respondents were aged between (35-45) years, 14 (18%) were aged between (30-35) years, while 12 (15%) were aged 45years and above. The findings implies that majority of the responded were composed of youths of age between (25-30) years.

4.3.3 Distribution According to Academic Qualifications

The study sought to ascertain the education level of the respondents, the data collected was presented in Table 4.4.

Table 4. 4: Academic Qualifications

Academic Qualifications	Frequency	Percentage
Diploma	6	8
Masters Level	16	20
University Level	50	63
Doctorate/PhD Level	8	10
TOTAL	**80**	**100**

From the findings 50(63%) of the respondents had attained University education, 16 (20%) had attained Masters Level, 8 (10%) had attained Doctorate/PhD Level, while 6 (8%) of the respondents had attained Diploma Level. the findings therefore implies that majority of the respondents had attained up to University education.

4.3.4 Distribution According to the Duration of Service.

The study sought to find out the distribution of the respondents according to the duration of service, the data collected were presented in the Table 4.5.

Table 4. 5: Duration of Service

Duration of Service	Frequency	Percentage
Less Than 5years	17	21
6-10years	16	20
11-15years	22	28
16-20years	13	16
More than 21years	12	15
TOTAL	**80**	**100%**

From the data collected, the findings reveals that majority 22 (28%) of the respondents had served between (11-15) years, 17 (21%) of the respondents had served for less than 5 years, 16 (20%) of the respondents had served between (6-10) years, 13 (16%) of the respondents had served between (16-20) years, 12(15%) of the respondents had served for more than 21 years. The study findings therefore imply that majority of the teacher TSC respondents had been in service for between 11-15years.

4.3.5 Distribution According to the Leadership Position

Further the study sought to ascertain the leadership position of the respondents; the data collected were presented in the Table 4.6.

Table 4. 6: Leadership Position

Leadership Position	Frequency	Percentage
Head teacher	6	8
Deputy Head teacher	6	8
Teacher	68	84
TOTAL	**80**	**100%**

From the data collected, the findings reveals that 6 (8%) of the respondents were head teachers, equally 6 (8%) were deputy head teachers while 68(84%) were teachers of the respective subjects.

4.4 Performance Standards and Implementation of Performance Appraisals

Objective one of the study sought to establish the influence of the Performance standards on the teacher performance appraisal systems, the findings in reference to objective were therefore presented in the following sections;

4.4.1 Importance of Performance Appraisal

The study sought to establish the importance of performance appraisal among the teacher respondents, the findings were presented in the Table 4.7.

Table 4. 7: Response on Performance Appraisal

Response	Frequency	Percentage
Strongly Agree	64	80
Agree	13	16
Disagree	2	3
Strongly Disagree	1	1
TOTAL	**80**	**100%**

From the data collected, the findings revealed that majority 64 (80%) of the respondents strongly agreed that performance appraisal was important to the teaching fraternity, 13 (16%) of the respondents agreed, 2 (3%) disagreed, while 1 (1%) strongly disagreed to the fact that

performance appraisal was important for teachers, from the findings it can be deduced that performance was important to the teaching fraternity as indicated by the majority of the respondents.

4.4.2 Factors Affecting Implementation of Performance Standards

The study sought to establish the factors influencing the performance standards from the respondents the data collected were presented in the Table 4.8.

Table 4. 8: Factors Affecting Performance Standards

Factors influencing Performance	Mean	STDev
Quality standards	3.6	0.145
Planning	3.8	1.908
Job Analysis	4.4	0.768

From the data collected, where the degree of measurement used were strongly agree, Agree, Disagree and strongly Disagree; majority of the respondents agreed that Job Analysis influenced performance standards as was shown by (mean =4.4), others of the respondents equally agreed that planning influence performance of the teachers as was shown by (mean= 3.8) while others agreed that Quality standards equally influenced on teachers performance standards as was shown by (mean= 3.6). From the data collected the findings therefore revealed that quality standards, planning and Job Analysis influenced greatly on the performance of teachers.

Further a representative from the TSC eluded that performance appraisal were most important to the teaching fraternity, equally it was reported that quality standards, planning and job analysis were some of the factors which affects teacher performance. One of the staff from the TSC reported that performance standards have been high among the teachers in the locality.

4.4.3 Performance Standards Ratings

The study also sought to establish from the respondents on the general ratings of the performance standards in the Constituency, the responses collected from the respondents were presented in the following Table 4.9.

Table 4. 9: Performance Standards Ratings

Response	Frequency	Percentage
High	42	53
Normal	25	31
Below Average	10	13
Others	3	4
TOTAL	**80**	**100**

From the data collected, majority42 (53%) of the respondents, reported that performance standards was high in the Constituency among the teacher respondents, 25 (31%) reported that performance standards are normal, 10(13%) reported that performance standards was below the average, while 3(4%) of the respondents reported other performance standards. From the findings it can therefore be concluded that performance standards are high as indicated by the response by the majority of the respondents.

4.5 Performance Monitoring and Implementation of Performance Appraisals

Objective two of the study sought to establish the influence of performance monitoring on the performance appraisal systems, the various parameters under which this objective was measured are presented in the following section;

4.5.1 Effect of continuous performance monitoring

The study sought to find out the degree to which the respondents agreed to the fact that Continuous performance monitoring affects performance appraisal system, the data collected were presented in the following Table 4.10.

Table 4. 10: Response on continuous performance monitoring

Response	Frequency	Percentage
Strongly Agree	64	80
Agree	10	13
Disagree	3	4
Strongly Disagree	4	5
TOTAL	**80**	**100**

From the data collected, majority 64 (80%) of the respondents strongly agreed that continuous performance monitoring did affect the performance appraisals, 10 (13%) agreed, 3 (4%) disagreed, while 4 (5%) strongly disagreed, the findings therefore reveals that continuous performance monitoring affects greatly performance appraisals among the teaching fraternity.

A key informant interview revealed that continuous performance monitoring affects greatly performance appraisals among the teaching fraternity, one of the TSC staff mentioned that Gantts Charts, PERTs, CPM, overall schedules, resource allocations and weak breakdown structures have often been used as planning function tools in the teacher performance appraisal systems; ‘ *I can confirm from our track record that Gantts Charts, PERTs, CPM, overall schedules, resource allocations, have been mostly used in teachers’ performance evaluation*’’

4.5.2 Planning function tools on Staff Appraisals

The study sought to ascertain the influence of planning function tools on the staff appraisals, the data collected were presented in the Table 4.11.

Table 4. 11: Planning function tools

Planning Function tools	Mean	STDev.
weak breakdown structures	3.5	0.762
Resource Allocation	3.7	0.125
Overal Schedules	3.9	0.345
Gantts Chats	4.1	0.396
PERTS	4.4	0.109
CPM	3.8	0.099

From the data collected, (the degree of measurements used were, never, rarely, occasional, often and Very often) majority of the respondents reported that Gantts Charts (mean=4.1), PERTS (mean=4.4), were often used as planning function tools, others also reported that CPM (mean=3.8), Overall Schedules were often used by the management as planning function tools for the performance appraisals, besides other respondents concede that weak break down structures (mean=3.5) and Resource allocation(mean=3.7) were often used as planning function tools in the performance appraisal systems.

By implications the findings reveals that Gantts Charts, PERTs, CPM, overall schedules, resource allocations and weak breakdown structures have often been used as planning function tools in the teacher performance appraisal systems.

Further one of the TSC staff contends that task and schedule slippage; work Schedules, progress Reports and Budget overruns have been used to some extent as reporting function tools in the teacher performance appraisal system. A respondent indicated that meeting set performance standards, jointly agreed action plans, respecting Budgets set in each department and meeting Deadlines and objectives collectively contributed to the teacher performance appraisal systems and have been often been applied by the TSC on its staff.

4.5.3 Monitoring Function Tools

The study sought to ascertain the influence of monitoring function tools on the staff appraisals, the data collected were presented in the Table 4.12.

Table 4. 12: Monitoring Function Tools

Monitoring Function Tools	Mean	STDev.
Analysis of submitted Reports	2.6	1.097
Completed tasks	3.8	1.025
Percent of tasks Completed	2.9	0.973
Adherence to a work Schedule	4.1	0.103
Completion of Remaining Tasks	4.2	0.102
Allocated days to complete remaining tasks.	3.9	0.012

From the data collected, the degree of measurement used were (never, rarely, occasional, often and very often), majority of the respondents reported that Completion of Remaining Tasks (mean=4.2) and adherence to a work Schedule (mean=4.1) were often used as monitoring function tools in the teacher performance appraisal systems, others reported that Allocated days to complete remaining tasks (mean=3.9) and Completed tasks (mean=3.8) were also often used as monitoring function tools in the teacher performance appraisal systems. A few of the respondents however reported that Percent of tasks Completed (mean=2.9) and Analysis of submitted Reports (mean=2.6) were used occasionally as monitoring function tools in the teacher performance appraisal systems.

By implication, the findings reveals that, allocation of days to complete remaining tasks, completion of remaining tasks, adherence to a work Schedule, percentage of tasks completed and the analysis of submitted Reports were among the monitoring function tools which were being utilised in the teacher performance appraisal systems.

4.5.4 Reporting Function Tools

The study sought to ascertain the influence of reporting function tools on the staff appraisals, the data collected were presented in the Table 4.13.

Table 4. 13: Reporting Function Tools

Reporting Function Tools	Mean	STDev.
Work Schedules	3.4	1.097
Progress Reports	2.9	1.025
Budget overruns	3.1	0.973
Task and schedule slippage	4.3	0.103

From the data collected, the degree of measurement used were (never, rarely, occasional, often and very often), majority of the respondents reported that task and schedule slippage (mean=4.3) was often used as a reporting function tool in the teacher performance appraisal system, others equally reported that Work Schedules (mean=3.4), Budget overruns (mean=3.1) and progress reports (mean=2.9) were occasionally used as reporting function tools in the teacher performance systems.

The findings therefore implies that task and schedule slippage is the most commonly used reporting function in the teacher performance appraisal systems, while work Schedules, progress Reports and Budget overruns are only used occasionally as reporting function tools in the teacher performance appraisal system.

4.5.5 Aspects of Performance Monitoring

Further the study sought to establish other aspects of performance monitoring; the findings were presented in the Table 4.14.

Table 4. 14: Aspects of Performance Monitoring

Aspects of performance Monitoring	Mean	STDev.
Meeting Deadlines and objectives	2.9	1.904
Respecting Budgets set in each department	3.2	0.562
Meeting set performance standards	4.1	0.618
Jointly agreed action plans	3.9	0.124

From the data collected, the scale of measurement used was contribution (very low, low, moderate, high and very high), majority of the respondents reported that meeting set performance standards (mean=4.1) and jointly agreed action plans (mean=3.9) had a high contribution to teacher performance appraisals, while respecting Budgets set in each department (mean=3.2) and meeting Deadlines and objectives (mean=2.9) have a moderate contribution to the teacher performance appraisal systems.

By implications meeting set performance standards, jointly agreed action plans, respecting Budgets set in each department and meeting Deadlines and objectives collectively contributed to the teacher performance appraisal systems as depicted from the findings.

4.6 Appraisal Techniques and Implementation of Performance Appraisals

Objective three of the study sought to establish the influence of the appraisal techniques on the teacher performance appraisal, the data collected under this objective were presented in the following section;

4.6.1 Effects of Appraisal Techniques on the Performance Appraisal

The study sought to establish the effectiveness of the appraisal techniques on the performance appraisal, the data collected was presented in the Table 4.15.

Table 4. 15: Effects of Appraisal Techniques

Response	Frequency	Percentage
Strongly Agree	58	73
Agree	12	15
Disagree	7	9
Strongly Disagree	3	4
TOTAL	**80**	**100**

From the data collected majority 58 (73%) of the respondents strongly agreed that appraisal techniques are effective in the teacher performance systems, 12 (15%) agreed, 7(9%) disagreed while 3(4%) strongly disagreed. The findings therefore implies that the understanding of the appraisal techniques across the teaching staff varies considerably as could be depicted by the findings, a good number of the staff understand and appreciates the application of the techniques while others are not well aware of the techniques equivalently.

4.6.2 Forms of Appraisal Techniques

Table 4.16 below shows the data collected on the application of various forms of appraisal techniques.

Table 4. 16: Forms of Appraisal Techniques

Appraisal Techniques	Frequency	Percentage
Merit Rating	33	41
360 Degree System	12	15
Rewards	35	44
TOTAL	**80**	**100**

From the data collected, majority 35(44%) of the respondents reported that rewards has been the most effective technique in the teacher performance appraisal, 33 (41%) of them reported Merit rating while 12 (15%) of the respondents reported 360^0 degree as the most effective technique in teacher performance appraisal systems. From the findings it can be deduced that merit rating, 360 degree and rewards are among the appraisal techniques which have effectively been applied in the teacher performance appraisal. An interview schedule with one of the interviewee confirmed that appraisal techniques have effectively been used in the teacher performance appraisal systems, it was also deduced from the key informants that Merit rating, 360 degrees and rewards systems have been utilized in the implementation of the rewards systems among the teaching staff.

4.7 Feedback and Implementation of Performance Appraisals

Objective four of the study sought to establish the influence of feedback on the teacher performance appraisal, the data collected under this objective were presented in the following sub section;

4.7.1 Effects of Feedback on Performance Appraisal System

The study sought to establish whether feedback influence performance appraisal system, the data collected was presented in the Table 4.17.

Table 4. 17: Response on effects of Feedback

Response	Frequency	Percentage
Strongly Agree	54	68
Agree	11	14
Disagree	7	9
Strongly Disagree	8	10
TOTAL	**80**	**100**

From the data collected, majority 54 (68%) of the respondents strongly agreed that feedback influence the teacher performance appraisal systems, 11(14%) agreed, 8 (10%) strongly disagree while 7(9%) disagreed. From the findings its can be concluded that feedback influence teachers performance appraisals as reported by the majority of the respondents.

4.7.2 Factors Affecting Feedback Cycle.

Further the study sought to establish the factors affecting the feedback cycle, the data collected were presented in the Table 4.18.

Table 4. 18: Factors Affecting Feedback Cycle

Factors Affecting Feedback Cycle	Mean	STDev
Communication Mechanisms	4.5	0.089
Top Managers Attitude	3.9	0.234
Information Systems	3.4	1.940
Organization Culture	2.6	1.096

From the data collected, majority of the respondents reported that Communication Mechanisms (mean=4.5) very highly influence the teacher performance appraisal, others reported that top manager attitude (mean=3.9) highly influence the teacher performance appraisal, a few of the respondents reported that information Systems (mean=3.4) and organization culture moderately influence on the teacher performance appraisal. From the findings it can be implied that communication Mechanisms, top Managers Attitude,

information Systems and organization Culture contributes considerably on influencing the teacher performance appraisal. On feedback, a respondent confirmed that feedback affects the performance appraisal systems, equally it was noted that communication, top management attitudes, information systems and organization culture influence greatly the feedback cycle as was alluded by the interviewees.

4.8 Correlation Analysis

Table 4.19 shows the correlation matrix of the study.

Table 4. 19: Correlation Matrix

		Performance Appraisals	Performance standards	Continuous Monitoring	Appraisal Techniques	Feedback
Performance Appraisals	Pearson Correlations					
	Sig. (2-tailed)	1				
Performance Standards	Pearson Correlations	0.638	1			
	Sig. (2-tailed)	0.29				
Continuous Monitoring	Pearson Correlations	0.764	0.523	1		
	Sig. (2-tailed)	0.017	0.016			
Appraisal Techniques	Pearson Correlations	0.622	0.743	0.597	1	
	Sig. (2-tailed)	0.017	0.012	0.028		
Feed back	Pearson Correlations	0.529	0.533	0.72	0.531	1
	Sig. (2-tailed)	0.047	0.009	0.002	0.014	

The data presented on performance standards, continuous monitoring, appraisal Techniques and feedback were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the factors (performance standards, continuous monitoring, appraisal Techniques and feedback) and performance Appraisals. According to the correlation matrix, there is a positive and significant relationship between Teachers performance appraisals and performance standards of magnitude 0.638 and a P-value of 0.029 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between performance standards and the performance appraisals.

The findings also show that there is a positive and significant relationship between performance appraisals and continuous monitoring of magnitude 0.764 and a P-value of 0.017 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between continuous monitoring and the performance Appraisals.

According to the correlation matrix, there is a positive and significant relationship between performance appraisals and appraisal techniques of magnitude 0.622 and a P-value of 0.021 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between appraisal techniques and teachers performance appraisals.

According to the correlation matrix, there is a positive and significant relationship between performance appraisals and feedback of magnitude 0.529 and a P-value of 0.047 at 5% level of significance and 95% level of confidence. The positive relationship indicates that there is a correlation between feedback and the performance appraisals.

The correlation findings infers that continuous monitoring has the highest effect on performance appraisals, followed by performance standards, then appraisal techniques while feedback have the lowest effect on the performance appraisals. This notwithstanding, all the factors were significant (p-value <0.05) at 95% confidence level.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the findings, discussion of the results and conclusions drawn from the study as well as the recommendations based on the study findings and suggestions for further study.

5.2 Summary of Findings

The first objective was to determine the effects of performance standards on the implementation of teacher performance appraisals, the study revealed that majority 64 (80%) of the respondents strongly agreed that performance appraisal was important to the teaching fraternity, 13 (16%) of the respondents agreed, 2 (3%) disagreed, while 1 (1%) strongly disagreed to the fact that performance appraisal was important for teachers. Further majority of the respondents agreed that Job Analysis influenced performance standards as was shown by (mean =4.4), others of the respondents equally agreed that planning influence performance of the teachers as was shown by (mean= 3.8) while others agreed that Quality standards equally influenced on teachers performance standards as was shown by (mean= 3.6). majority42 (53%) of the respondents, reported that performance standards was high in the Constituency among the teacher respondents, 25 (31%) reported that performance standards are normal, 10(13%) reported that performance standards was below the average, while 3(4%) of the respondents reported other performance standards.

The second objective was to determine the effects of performance monitoring on the implementation of teacher performance appraisals, the study revealed that majority 64 (80%) of the respondents strongly agreed that continuous performance monitoring did affect the performance appraisals, 10 (13%) agreed, 3 (4%) disagreed, while 4 (5%) strongly disagreed. majority of the respondents reported that Gantts Charts (mean=4.1), PERTS (mean=4.4), were often used as planning function tools, others also reported that CPM (mean=3.8), Overall Schedules were often used by the management as planning function tools for the performance appraisals, besides other respondents concede that weak break down structures (mean=3.5) and Resource allocation(mean=3.7) were often used as planning function tools in the performance appraisal systems. majority of the respondents reported that Completion of Remaining Tasks (mean=4.2) and adherence to a work Schedule (mean=4.1) were often used

as monitoring function tools in the teacher performance appraisal systems, others reported that Allocated days to complete remaining tasks (mean=3.9) and Completed tasks (mean=3.8) were also often used as monitoring function tools in the teacher performance appraisal systems. A few of the respondents however reported that Percent of tasks Completed (mean=2.9) and Analysis of submitted Reports (mean=2.6) were used occasionally as monitoring function tools in the teacher performance appraisal systems.

The third objective was to determine the effects of appraisal technique on the implementation of teacher performance appraisals, the study revealed that majority 58 (73%) of the respondents strongly agreed that appraisal techniques are effective in the teacher performance systems, 12 (15%) agreed, 7(9%) disagreed while 3(4%) strongly disagreed. majority 35(44%) of the respondents reported that rewards has been the most effective technique in the teacher performance appraisal, 33 (41%) of them reported Merit rating while 12 (15%) of the respondents reported 360^0 degree as the most effective technique in teacher performance appraisal systems.

The fourth objective was to determine the effects of feedback on teacher performance appraisals. The study revealed that majority 54 (68%) of the respondents strongly agreed that feedback influence the teacher performance appraisal systems, 11(14%) agreed, 8 (10%) strongly disagree while 7(9%) disagreed. majority of the respondents reported that Communication Mechanisms (mean=4.5) very highly influence the teacher performance appraisal, others reported that top manager attitude (mean=3.9) highly influence the teacher performance appraisal, a few of the respondents reported that information Systems (mean=3.4) and organization culture moderately influence on the teacher performance appraisal

5.3 Discussion of Findings

5.3.1 Performance Standards and Implementation of Performance Appraisals

On the performance standards, the study revealed that majority of the respondents strongly agreed that performance appraisal was important to the teaching fraternity others agreed, disagreed, while only a few of the respondents strongly disagreed to the fact that performance appraisal was important for teachers, from the findings it was revealed that performance was important to the teaching fraternity. Further the study revealed that majority of the respondents agreed that Job Analysis influenced performance standards, others equally agreed that planning influence performance of the teachers while others agreed that Quality

standards equally influenced on teachers performance standards, the findings therefore revealed that quality standards, planning and Job Analysis influenced greatly on the performance of teachers.

The study revealed that performance standards was high in the Constituency among the teacher respondents, others reported that performance standards are normal, others reported that performance standards was below the average, while a few of the respondents reported other performance standards. The findings revealed that performance standards are high among the teachers as the findings revealed. The findings are linked with Bradget (2001) who eludes that performance standards must be developed, defined and communicated to the incumbent with performance monitored against those standards throughout the year

5.3.2 Performance Monitoring and Implementation of Performance Appraisals

On performance monitoring, the study revealed that, majority of the respondents strongly agreed that continuous performance monitoring did affect the performance appraisals; the findings therefore revealed that continuous performance monitoring affects greatly performance appraisals among the teaching fraternity. Further the study revealed that majority of the respondents reported that Gantts Charts, PERTS, were often used as planning function tools, others also reported that CPM, Overall Schedules were often used by the management as planning function tools for the performance appraisals, besides other respondents concede that weak break down structures and Resource allocation were often used as planning function tools in the performance appraisal systems, The findings therefore revealed that reveals that Gantts Charts, PERTs, CPM, overall schedules, resource allocations and weak breakdown structures have often been used as planning function tools in the teacher performance appraisal systems.

Also the study revealed that, majority of the respondents reported that Completion of Remaining Task and adherence to a work Schedule were often used as monitoring function tools in the teacher performance appraisal systems, others reported that Allocated days to complete remaining tasks and Completed tasks were also often used as monitoring function tools in the teacher performance appraisal systems. Percentage of tasks Completed and Analysis of submitted Reports were also used occasionally as monitoring function tools in the teacher performance appraisal systems. The findings revealed that, allocation of days to complete remaining tasks, completion of remaining tasks, adherence to a work Schedule, percentage of tasks completed and the analysis of submitted Reports were among the

monitoring function tools which were being utilised in the teacher performance appraisal systems. The findings also revealed that task and schedule slippage is the most commonly used reporting function in the teacher performance appraisal systems, while work Schedules, progress Reports and Budget overruns are only used occasionally as reporting function tools in the teacher performance appraisal system. Also the findings revealed that meeting set performance standards, jointly agreed action plans, respecting Budgets set in each department and meeting Deadlines and objectives collectively contributed to the teacher performance appraisal systems. The findings are similar to these of Armstrong (2005) who contends that the manager provides coaching and feedback to the individual to increase the probability of success and creates the conditions that motivate and resolve any performance problems that may arise.

5.3.3 Appraisal Techniques and Implementation of Performance Appraisals

On appraisal techniques, the findings reveals that the understanding of the appraisal techniques across the teaching staff varies considerably as shown by the findings, a good number of the staff understand and appreciates the application of the techniques while others are not well aware of the techniques equivalently. Further the findings reveals that merit rating, 360 degree and rewards are among the appraisal techniques which have effectively been applied in the teacher performance appraisal. These findings are linked to those of Gottschalk (1986) who alludes that appraisal techniques involves the supervising teacher or administrator scheduling an observation ahead of time. The observer sits in on the class and takes notes on teacher behavior, student response and flow of lesson.

5.3.4 Feedback and Implementation of Performance Appraisals

On feedback, the findings revealed that feedback influence teachers performance appraisals as reported by the majority of the respondents. Further it was revealed that Communication Mechanisms very highly influence the teacher performance appraisal, others reported that top manager attitude also highly influence the teacher performance appraisal, a few of the respondents reported that information Systems and organization culture moderately influence on the teacher performance appraisal. The findings therefore revealed that communication Mechanisms, top Managers Attitude, information Systems and organization Culture contributes considerably on influencing the teacher performance appraisal. The findings of the study corresponds to those of (Michael, 2006) who asserts that providing employees with feedback encourage good performance, strengthens, job related skills and competences and

help employees keep up with changes in the workplace such as introduction of new technology or methods.

5.4 Conclusion

The study was conducted to investigate on the factors influencing the teacher performance appraisal systems. Based on the study objectives the following conclusions are thus drawn;

On performance standards, the study concludes that performance is an important element to the teaching fraternity, further the study concludes that quality standards, planning and Job Analysis influenced greatly on the performance of teachers, the study further concludes that that performance standards are high among the teachers.

On performance monitoring, the study concludes that continuous performance monitoring affects greatly performance appraisals among the teaching fraternity, further the study concludes that Gantts Charts, PERTs, CPM, overall schedules, resource allocations and weak breakdown structures have often been used as planning function tools in the teacher performance appraisal systems. The study concludes that, allocation of days to complete remaining tasks, completion of remaining tasks, adherence to a work Schedule, percentage of tasks completed and the analysis of submitted Reports were among the monitoring function tools which were being utilised in the teacher performance appraisal systems. The study also concludes that task and schedule slippage is the most commonly used reporting function in the teacher performance appraisal systems, while work Schedules, progress Reports and Budget overruns are only used occasionally as reporting function tools in the teacher performance appraisal system. It was also concluded meeting set performance standards, jointly agreed action plans, respecting Budgets set in each department and meeting Deadlines and objectives collectively contributed to the teacher performance appraisal systems.

On appraisal techniques, the study concludes that the understanding of the appraisal techniques across the teaching staff varies considerably. Further the study concludes that merit rating, 360 degree and rewards are among the appraisal techniques which have effectively been applied in the teacher performance appraisal.

On feedback, the study concludes that feedback influence teachers performance appraisals. Further it's concluded that Communication Mechanisms very highly influence the teacher performance appraisal, top manager attitude also highly influence the teacher performance appraisal and that information Systems and organization culture moderately influence on the teacher performance appraisal.

5.5 Recommendations

Based on the findings and Conclusions of the study the following recommendations were drawn;

1. This study suggests the need for enhanced performance planning, better performance monitoring during the year and ongoing feedback during the year should be given an in depth consideration. When the review takes place, TSC officials must take the time to conduct effective reviews, minimize personal feelings, put considerable emphasis on employee development, and increase two-way communication.
2. For teacher appraisal to be effective, the teachers and the TSC officials need to be educated in the system, its good points, and its potential pitfalls, for effective development and use of an effective and productive performance appraisal system.
3. Every teacher including all senior staff in the management must have clear understanding of the appraisal system. Everyone needs to understand the goals of the process; without understanding, the process will be fraught with confusion and mistrust.
4. Consistent and ongoing training for TSC officials in the application of the system is essential for its success and to make it valuable to teaching fraternity as a whole. The appraisal process must be conducted skilfully and efficiently or the system will lose its credibility. If the wrong message is given to the teachers positive activity and traits will not be supported and negative work habits will not be corrected.
5. The development of clear performance standards is an essential foundation for the evaluation process. To make the appraisal process effective clear goals should be established to determine proper teacher activity. This will allow teachers to understand what future action should be taken, to continue acceptable performance or to correct unacceptable behaviour.

5.6 Areas of Further Study

The study investigated factors influencing teacher performance appraisal, the researcher recommends the following research topics;

1. The influence of performance planning on the teacher performance appraisals
2. Effectiveness of the performance appraisal systems applied by the public service commission.

3. Effects of continuous training on the effective implementation of appraisal systems.

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APPENDICES

Appendix I: Letter of Introduction

Date: 30 July, 2015

Faith Alubbe,

P O Box 40494 - 00100,

NAIROBI

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: REQUEST FOR PARTICIPATION IN A RESEARCH STUDY

I am a Postgraduate student at the University of Nairobi, pursuing a Master's degree in project Planning and Management. As partial fulfillment for the degree I am conducting a research study on **"Factors influencing the implementation of the teachers appraisal systems; a case public secondary schools in Westlands constituency, Kenya."**

Therefore I would appreciate if you could spare a few minutes of your time to answer the following questions in regard to how staff appraisals systems may be made more effective among public service employees. All the information provided will be purely used for academic purposes and your identity will be treated with utmost confidentiality.

Your assistance will be highly appreciated and thank you in advance.

Yours faithfully,

Faith Alubbe

L50/62564/2013

Appendix II: Questionnaire
Important Note:

Information provided through the questionnaire will be treated with confidentiality and will be exclusively for academic purpose. All answers will be considered right.

Instruction:

i. Do not write your name on the questionnaire.
ii. Please read each question carefully.
iii. Kindly answer all the questions by ticking or filling in the spaces provided.

SECTION I; PERSONAL INFORMATION

1. Name of Institution : _____

2. Your gender (Please tick appropriately)

☐	Male	Female	☐

3. Tick against one of the spaces to show your age bracket.

☐	Below 25 years	☐	35 – 45 years
☐	25-30 years		above 45 years
☐	30 – 35 years	☐	

4. Please tick against one of the boxes to show your highest academic qualification achieved.

☐	'O' Level	☐	University Level
☐	'A' Level	☐	Masters Level
☐	Diploma Level	☐	Doctorate/PhD Level

5. Please show how long you have been working with your current employer.

☐	Less than 5 years	☐	16 – 20 years
☐	6 - 10 years	☐	More than 21years
☐	11 – 15 years		

6. Which leadership position do you hold in your school?

☐ Head teacher

☐ Deputy Head teacher

☐ Head of Department

☐ Teacher

SECTION II: PERFORMANCE STANDARDS

7. Performance appraisal amongst teachers in your school is very important? Please Tick

   Strongly agree ☐

   Agree ☐

   Disagree ☐

   Strongly disagree ☐

8. The following factors influence performance standards set to affect teachers' appraisal systems? Kindly tick (Performance of the teachers or the appraisal system? In the discussion above clarify what teachers appraisal system actually is in the schools.

	Strongly agree	**Agree**	**Disagree**	**Strongly Disagree**
Quality standards				
Planning				
Job Analysis				

9. How would you rate the performance standards set?

   ☐ High ☐ Normal ☐ Below average

   ☐ Other, please specify _____

SECTION III: PERFORMANCE MONITORING

10. Continuous Performance monitoring affects teachers' performance appraisal systems?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

11. In your opinion, how often are the following functions within the performance monitoring influences the effectiveness of the staff appraisal? Please Tick (Break down to those aspects that are applicable to the actual context in schools. In the discussion above you could identify those aspects that are used for planning and monitoring. For instance in school one hears of lesson plans, schemes of work and curricula)

Planning Function Tools	**Never**	**Rarely**	**Occasional**	**Often**	**Very Often**
	1	**2**	**3**	**4**	**5**
Work Breakdown Structure (WBS)					
Resource Allocation					
Overall Schedule					
Gantt Chart					
PERT					
CPM					
Monitoring Function	**Never**	**Rarely**	**Occasional**	**Often**	**Very Often**
	1	**2**	**3**	**4**	**5**
Analysis of submitted Reports					
Completed tasks					
Percent of tasks Completed					
Adherence to a work Schedule					
Completion of Remaining Tasks					

Allocated days to complete remaining tasks.					
Reporting Function Tools	**Never**	**Rarely**	**Occasional**	**Often**	**Very Often**
	1	**2**	**3**	**4**	**5**
Work Schedules					
Progress Reports					
Budget overruns					
Task and schedule slippage					

12. Kindly rate the following factors that influences performance monitoring to affect teachers' appraisal systems? Please tick (Who is best suited to answer ths question, head teachers? Quality assurance officers?)

	Very Low Contribution	**Low Contribution**	**Moderate Contribution**	**High Contribution**	**V. High Contribution**
	1	**2**	**3**	**4**	**5**
Meeting Deadlines and objectives					
Respecting Budgets set in each department					
Meeting set performance standards					
Jointly agreed action plans					

SECTION IV: APPRAISAL TECHNQUES

13. Appraisal techniques affect the effectiveness of teachers' performance appraisal systems?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

14. Among the following appraisal techniques, which one is the most effective for teachers' performance appraisal?

☐ Merit rating

☐ 360 degree system

☐ Rewards

SECTION V: FEEDBACK

15. Feed back influence performance appraisal system.

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

16. Among the following factors, which one most influences and contributes most to the feed back cycle to affect teachers' appraisal systems? (Tailor for schools. For instance, talk of school culture

	Very Low	**Low**	**Moderate**	**High**	**Very High**
	1	**2**	**3**	**4**	**5**
Communication mechanisms					
Top Managers attitudes					
Information Systems					
Organizational Culture					

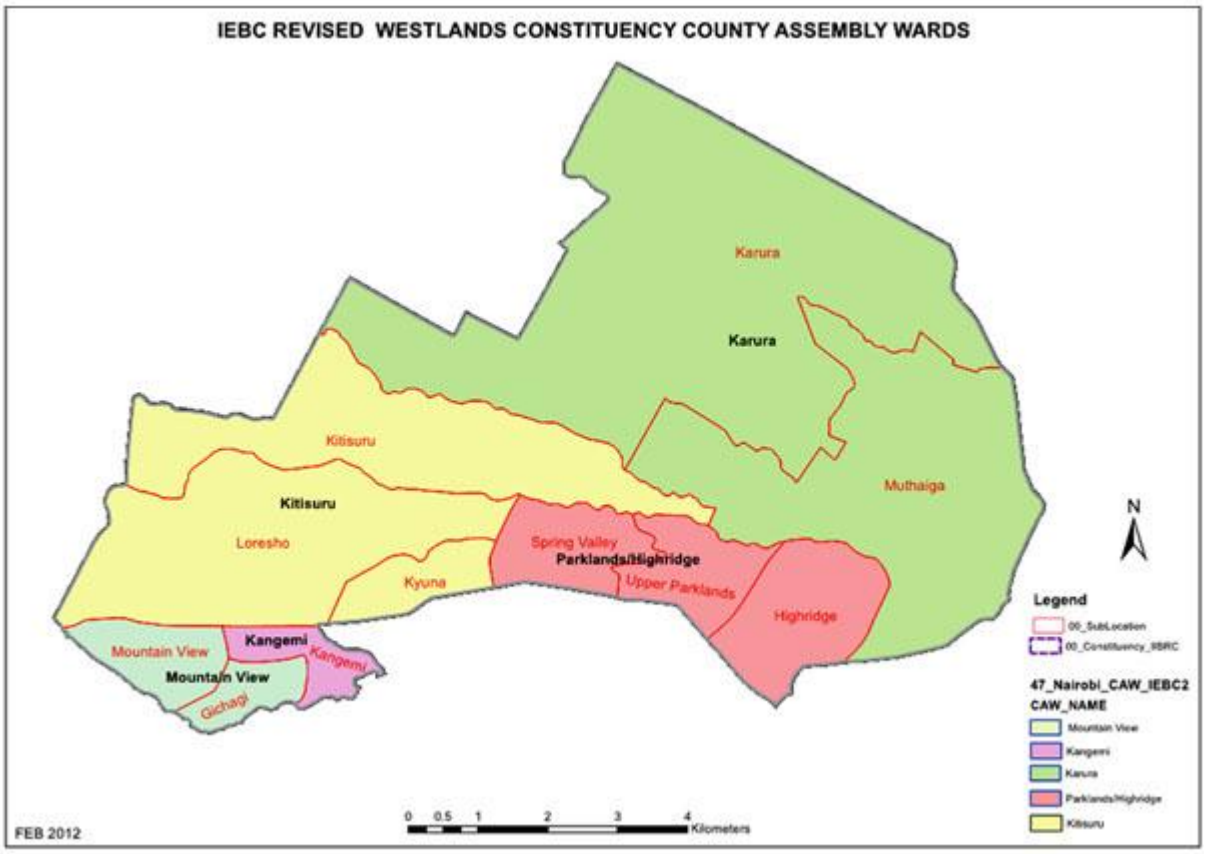
Appendix III: Key informant Guide for the TSC Officials

I am Faith Alubbe, a Postgraduate student at the University of Nairobi, pursuing a Master's degree in project Planning and Management. You have been randomly selected to participate in this survey. I would like to ask you some questions on factors influencing teachers' performance appraisal systems. The interview will take about 45 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Section A Bio Data

Occupation of the respondent…….

Gender…….

1. From your opinion do you think performance appraisal is important for teachers? If yes give reasons.
2. What are some of the factors that influence performance standards set for the teachers in regard to the appraisal systems?
3. What are the average performance standards in westlands constituency?
4. Does continuous performance monitoring affects teachers' performance appraisal systems?
5. How does planning, monitoring and reporting influence staff appraisals?
6. Identify some of the factors that influence performance monitoring which in turn affects teachers' appraisal systems?
7. Identify some of the appraisal techniques which have been used by the TSC on teacher performance?
8. What are some of the factors that influence feedback cycle in the teaching fraternity?

Appendix IV: Revised Westlands Constituency